

PSYCHOLOGICAL CHARACTERISTICS OF SELF-REALIZATION OF STUDENTS WITH DISABILITIES

Olga Kuprieieva
Dragomanov National Pedagogical University, Kyiv, Ukraine

Abstract

The article presents the results of the study aimed at identifying of psychological characteristics of self-realization of students with disabilities. It was found that self-realization successfulness for the studied students with disabilities is determined by their desire for self-development and expansion of their potential; existence of positive integral self-attitude that determines their internal activities; availability and awareness of self-actualization values, life goals, emotional richness and comprehensive interpretation of their life processes; balanced time perspectives.

Keywords: students with disabilities, self-realization, self-actualization, self-attitude, life purport orientations, time perspective.

Introduction

Recent decade development of psychological science has led to significant changes in understanding of the “personality” concept. Recognition of the reality of a person’s inner world, systemic organization of his/her life, reaction, self-determination and his/her own choice cause increased attention to the study of the content of his/her attitudes to him/herself, to the world and people around him/her, of the principles of individual system organization, his/her strategies, inter-level regulators and such phenomena as self-actualization and self-realization. This is fully applied for studies of healthy people as well as people with disabilities, for whom every day is a special challenge caused both by diseases, physical injuries and external situations where they try to realize their equal opportunities and rights, in particular, the right for higher education.

Development of integrated educational environment, the main value of which is self-fulfillment of people engaged in the educational process, is a challenge for the existing traditional system of education; for the students with disabilities who are trying to implement equal opportunities in the process of training and learning in universities; for healthy students learning in integrated groups, as a challenge to their world view, human qualities, humanity and tolerance.

According to modern views of the psychology of personality, chronic somatic diseases, physical injuries cannot be regarded as factors that determine clearly personal problems, problems of adaptation and self-identity. After all, the same physical and somatic characteristics

can affect differently a person, be integrated into his/her life structure, moreover, the person has different attitudes to them. That is, a central link of personal functioning of a person with a disability is his/her personality, but the disability is unfavourable, difficult condition of life and self-fulfilment.

That is why the study of the psychological aspects of personality self-actualization that promote awareness of personal senses of self-realization and creation of an effective individual program for self-realization of students with disabilities in different spheres of life is important.

It should be noted that there is no united definition of self-realization in psychological researches of humanistic and existential psychology. The present philosophical and psychological concepts that examine the personal realization phenomenon basically consider the needs of growth, self-development and self-improvement. The term “self-realization” is often replaced by similar concepts: self-actualization – Maslow, Rogers, Fromm (Маслоу, 2002; Роджерс, 2002; Фромм, 2009), the realization of a unique individuality – Allport (Олпорт, 2002), self-implementation – Jung, Adler (Юнг, 1994; Адлер, 2015), actualization of real own Self – Horney (Хорни, 2009), identity – Ericson (Ерикссон, 2006), an inner trend of self-development – Perls (Перлз, 2009), life meaning – Frankl (Франкл, 2015), individuality, subjective activity – Abulhanova (Абульханова, 2001) and is understood as a need, desire, motive, process, result or as integration of all these concepts.

The idea is quite common in psychology that “self-realization” and “self-actualization” concepts are synonyms; that is due to lack of unified explanation of meaningful characteristics of these concepts. In our view, both concepts embody the basic Maslow’s idea on a natural motivational tendency that is common to all, without exception, individuals to realize their potential and abilities – Maslow (Маслоу, 2002). Both terms reflect the same process, but self-actualization is unfolded in a greater extent in an inner, subjective space of a personality, and self-realization is done in an external, objective space of a personality, who expresses his/her capabilities in practice, through activities and behaviour to address practical problems and to develop at the same time own potential in line with his/her life plans. Self-realization, in our opinion, is a broader concept, and self-actualization is its integral part as its internal dimension.

We understand self-realization as a process of actualization and implementation of personality’s individuality, his/her internal positive and creative commitment to development, psychological maturity and competence. This complex process of self-discovery of own gifts, an image of Self, own abilities and senses, their transferring from a potential state (opportunities) into a current one (reality) and implementation in the reality of the world, searching and assertion of his/her individual life path, values and senses of his/her existence at any time. The person’s regulatory role is to choose directions and methods of self-realization, to create necessary conditions for it, to resolve conflicts that arise. Self-realization is a form in which a person organizes his/her own development, self-development, which is the basis of persons’ stability as a complex but coherent self-organized system. Self-realization means balanced and harmonious development of different aspects of a personality, unfolding of personal potential when self-determination prevails over external determination.

Researchers of the self-realization phenomenon belonging to humanistic psychology distinguish components and characteristics of a self-actualized, psychologically healthy, mature personality without distinguishing between these concepts – Maslow, Rogers (Маслоу, 2002; Роджерс, 2002). The following integral characteristics of self-actualization are defined: wider sense of self, a positive self-image, holistic approach to life – Allport (Олпорт, 2002); orientation onto activities, implementation of creative abilities and respect for themselves and others, low internal conflicts – Maslow (Маслоу, 2002), subjective feeling of freedom, a personality integrity, existentiality – Rogers (Роджерс, 2002), etc.

Characteristics of self-realization together show how a person is a subject, an author of own life, how he/she determines his/her own activities. In this context, the characteristics of self-actualization can be understood as internal conditions necessary for self-realization as a process. Characteristics of self-actualization are psychological criteria of persons' self-realization unfolding. A person's level of formation, manifestation of specific internal conditions reflects a relatively higher or lower level of self-realization of the individuality. Therefore, despite the fact that self-realization is a universal process, the person's individuality is implemented to varying degrees, depending on how strongly he/she is a subject that determines the course of his/her own life. Thus, subjective and pre-subjective levels of person's self-realization can be distinguished.

The structure of a self-actualized personality having subject self-realization (a rather high level of self-realization) is characterized by the leading role of self-actualization value, harmony of his/her needs, abilities and values. In other words, during subjective self-realization, a person through own efforts develops and implements those capabilities that meet his/her needs and are not in conflict with his/her values and senses.

The peculiarities of pre-subject self-realization (medium and low self-actualization) is persons' manifestation of his/her capabilities, skills through manifestation of his/her integrated personality, but with weak consistency or inconsistency with his/her needs, values and senses, and also unconscious, spontaneous realization of his/her capabilities, needs under situational influence.

Object of the research: features of self-realization of students with disabilities.

Aim of the research: to define the features of self-realization of students with disabilities, links of self-realization with personal parameters: self-attitude, life purpose orientations and time perspective.

Participants of the research

The empirical study of psychological characteristics of students with disabilities and healthy students has the goal to identify common and distinctive personality traits: values (basic personality attitudes), personality traits (self-attitude and its components, self-actualization, psychological defence mechanisms, coping mechanisms, viability, time perspective), motivational-semantic formations (life purpose orientations, the need and subjective perception of social support) Kuprieieva (Купрієва, 2014), Serdiuk & Kuprieieva (Сердюк & Купрієва, 2015).

The empirical study embraces 205 students with disabilities and 238 other students. All tested students attend different specialties of the Open International University of Human Development "Ukraine" and Dragomanov National Pedagogical University, Kyiv, Ukraine. The age of the surveyed people is from 18 to 22 years.

Methods of the research

The following psychological techniques were used for the empirical study:

- 1) Self-Actualization Test – Shostrom's Personal Orientation Inventory adapted by Kalina (Фетискин, Козлов, & Мануйлов, 2002);
- 2) Purpose-in-Life Test of Crumbaugh, Maholic adapted by Leontiev) (Леонтьев, 1992);
- 3) Test-Questionnaire of Self-attitude of Pantyl'yeyev, Stolin (Пантिलеев, 1993);
- 4) The Zimbardo Time Perspective Inventory adapted by Syrtsova (Сирцова, Соколова, & Митина, 2007).

Results and Discussion

To assess the differences, the samples were compared using Student's t-test. The results are shown in Table 1. Only those psychological characteristics that have significant differences are present.

Table 1. Comparison of healthy students and students with disabilities

	t-test with equal averages					
	F	Sig. level	t	Sig. level	95% confidence interval	
					Low limit	Upper limit
Integral self-attitude	11,42	0,001	5,37	0,00	1,81	3,92
Self-respect	7,78	0,005	3,01	0,00	0,25	1,21
Self-confidence	13,73	0,00	1,56	0,11	-0,08	0,70
Self-interest	9,14	0,003	4,70	0,00	0,50	1,24
Autonomy	18,88	0,00	1,79	0,07	-0,39	8,42
Self-sympathy	3,58	0,05	2,39	0,01	0,93	9,68
Capacity for intimate contact	6,76	0,01	1,75	0,05	-0,44	7,81
Self-actualization	3,87	0,05	3,28	0,00	1,48	5,94
Life process	11,53	0,00	4,24	0,00	1,79	4,89
Life result	23,92	0,00	1,35	0,17	-0,43	2,33
Locus of control – life	3,40	0,06	3,29	0,00	1,13	4,50
Social support	28,06	0,00	6,14	0,00	0,75	1,46
Social support by friends	24,59	0,00	4,74	0,00	0,34	0,84

Notes: **differences are significant at the level 0,001; *differences are significant at the level 0,05.

Of course, we expected to find significant differences between healthy students and students with disabilities as for the studied parameters, the development of which is hindered due to shortage of personal resources. The data indicate that students with disabilities, as for studied psychological characteristics, do not differ significantly from healthy students, only the following parameters show significant difference: integral self-attitude and its components: self-respect, self-confidence, self-interest; self-actualization and its indexes: autonomy, self-sympathy, capacity for intimate contact; direction of life sense orientations (life process, life result, locus of control – life). It should be noted that these personality indexes are less pronounced for students with disabilities than those for healthy students. In addition, students with disabilities have a high need for help from their inner circle at life task solving and for getting of feedback describing process and effectiveness of their life; the indicators of “social support” and “support of friends” manifest it. Thus, it could be argued that social environment has significant impact on life efficiency and quality for students with disabilities both in terms of real help and psychological support of their subjective well-being.

Theoretical analysis of the empirical study of psychological characteristics of students with disabilities and healthy students enable us to identify the criteria of a self-realised personality. We can highlight the following:

1. Integral self-attitude as one of the most important determinants of self-realization and its components: self-respect and self-acceptance are closely linked with autonomy – the main condition for the self-actualization process, person's ability to self-determination. Self-attitude as a person's trait is associated most closely with goals of life and activities, with values, and is the most important factor in personality stabilizing. As a stable personality trait, self-attitude is related closely with other personality traits, it influences the content, structure and forms of the entire system of personality psychological characteristics. Self-attitude determines person's internal activity: goals, senses, reflection and understanding of own Self.

2. Time perspective of a personality is a complete image of Self in time. Time perspective is closely linked to person's time competence – a basic condition of person's self-actualization, i.e., it acts as a prerequisite of integrating of person's individuality, regulates consciousness, behaviour, it is a general indicator of person's maturity, an important factor of person's development and realisation. A person includes plans, goals, aspirations, hierarchy of objectives that represent his/her motivational-need sphere into time perspective and takes into account the time order of expected events.

3. Life purport orientations of a personality are a result of conscious goals and senses of his/her life. A. Maslow in the model of a self-realised personality assigns the main role to the value-sense ζ eld, because integrity and integration of a mature personality is achieved thanks to the unity of conscious, meaningful life goals that ζ ll person's life with sense. Life purport orientations are closely related to important conditions of self-realization: the value of self-actualization, autonomy, competence in time and self-actualization as a multidimensional value.

Basing on the selected criteria of a self-realizing personality and high indexes, we split the sample of surveyed students with disabilities to those who seek self-realization (subjective self-realization) and those whose desire for self-realization is not expressed enough (pre-subjective self-realization). Figure 1 shows the manifestation of self-actualization for students with disabilities.

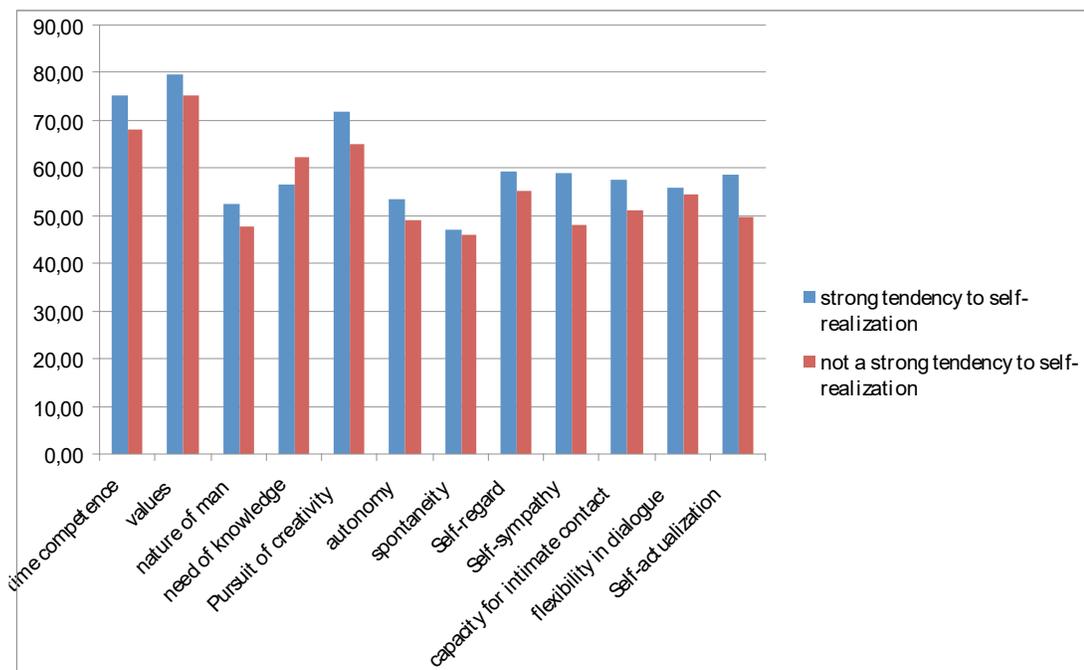


Fig. 1. Indexes of self-actualization for students with disabilities

These data show that virtually all indexes of self-actualization for the group of self-actualised students with disabilities are significantly higher than those for the group of non-self-actualized students with disabilities (significant differences at $p \leq 0,001$).

Students with prevailing tendency to self-actualization have the following higher indexes: the general “self-actualization” index, “capacity to intimate contact”, “self-sympathy”, “pursuit of creativity”, “value of self-actualization” and “time competence” (these differences are significant at $p \leq 0,001$). High levels of these indicators demonstrate the existence of the

subjective self-realization of the surveyed students. They are characterized by manifestation of self-actualization values, harmonious positive attitude towards own Self, the ability to establish stable and friendly relations with the world and other people, creativity as one of the conceptually important elements of self-actualization. They demonstrate the ability to live in the present, understand the existential value of life, do not lay their lives “for later” and are not hiding in the past. Moreover, they experience continuity of the past, present, and future, i.e. perceive their lives in whole. In other words, students with predominance of subjective self-realization, first of all through awareness of the need for self-actualization, through their own efforts, implement those capabilities that meet their needs, support self-development, which is the basis of their sustainability as a complex, self-organized psychological system.

The students from the group without expressed need for self-realization have significantly higher “need for knowledge” index ($p \leq 0,001$), which describes person’s ability to be always open to new experiences, knowledge, self-understanding, existential knowledge, autonomy, however, together with alienation and loneliness. This suggests that the need for knowledge is personal resource, using which, under adequate formation of other indexes of self-actualization, can contribute not into spontaneous but into conscious realization of their aptitudes by students with disabilities.

Relations of self-actualization indexes of students with disabilities with the criteria of a self-realised personality determined by us – integral self-attitude, integral self-regard that brings together internal consistency, self-understanding and self-confidence, self-acceptance; purport orientations and time perspective – are studied based on correlation analysis. The correlation coefficients are shown in the Table 2.

Table 2. Correlations of indexes of a self-realised personality of students with disabilities with the scales of the Self-Actualization Test (modified POI)

Self-Actualization Test	Integral self-attitude	Self-respect	Self-acceptance	Life goals	Life process	Life result	Locus of control - Self	Locus of control - Life	Hedonic present	Future	Past	Fatalistic present
Time competence	,26**	,34**	,32**	,32**	,16	,15	,16	,23*	-,00	,19**	,04	-,18**
Values	,64**	,58**	,47**	,47**	,61**	,60**	,65**	,46**	,05	,38**	,10	-,39**
Human nature	,15*	-,01	,02	,02	,24*	,43**	,23*	,21*	,18**	,20**	,32**	-,12
Need of knowledge	,29**	,37**	,34**	,34**	,19	,22*	,23*	,02	,02	,04	-,14*	-,32**
Pursuit of creativity	,21**	,10	,38**	,38**	,23*	,33**	,24*	,08	,22**	,02	-,08	-,17*
Autonomy	,22*	,21*	,25**	,25**	,24*	,06	,34**	,15	-,04	,03	,10	-,17
Spontaneity	,16	,14	,20*	,20*	,23*	,11	,28**	,10	,03	,01	,18	-,20*
Self-regard	,38**	,23*	,39**	,39**	,36**	,27**	,43**	,25*	-,01	,20*	,20*	-,24*
Self-sympathy	,32**	,21*	,29**	,29**	,26**	,29**	,42**	,24*	,07	,20*	,31**	-,20*
Capacity for intimate contact	,13	,14	,15	,15	,34**	,25*	,37**	,18	,07	,13	,10	-,15
Flexibility in dialogue	,13	,07	,20*	,20*	,09	-,03	,14	,01	-,02	,05	-,16	-,06
Self-actualization	,42**	,36**	,44**	,44**	,43**	,38**	,52**	,25**	,05	,19*	,16	-,34**

Notes: **differences are significant at the level 0,001; *differences are significant at the level 0,05.

Let us analyze correlations of self-realised personality criteria with basic scales of the Self-Actualization Test for students with disabilities seeking self-realisation.

As the table results show, integral self-attitude correlates with the basic scales of the Self-Actualization Test: “time competence” ($r=0.26$, $p\leq 0.001$), “values” ($r=0.64$, $p\leq 0.001$), “autonomy” ($r=0.22$, $p\leq 0.001$) and “self-actualization” ($r=0.42$, $p\leq 0.001$); integrated self-respect is positively correlated with “time competence” ($r=0.34$, $p\leq 0.001$), “values” ($r=0.58$, $p\leq 0.001$), “autonomy” ($r=0.21$, $p\leq 0.005$), “self-regard” ($r=0.23$, $p\leq 0.05$), “self-sympathy” ($r=0.26$, $p\leq 0.05$), “self-actualization” ($r=0.36$, $p\leq 0.01$); and self-acceptance correlates at a significant level with all basic scales of the Self-Actualization Test: “time competence” ($r=0.32$, $p\leq 0.001$), “values” ($r=0.47$, $p\leq 0.001$), “autonomy” ($r=0.25$, $p\leq 0.01$), “flexibility in dialogue” ($r=0.20$, $p\leq 0.05$), “self-actualization” ($r=0.44$, $p\leq 0.001$). This indicates significant dependence of self-realization of the studied students with disabilities on their positive self-attitude as a personality’s sense formation that determines internal activities, reflection, understanding of own Self; high self-respect manifesting in internal consistency, systematicity, ability to self-understanding and confidence in own powers. That is the aspect of self-attitude that combines understanding emotionally and in senses and assessment of own capabilities, confidence in own talents and aptness to implement them, ability to control life events and to be self-consistent.

Analysis of purport orientation correlations for the studied students with disabilities indicates the existence of significant links with all basic scales of the Self-Actualization Test. In particular, a high index of long-term life goals of the studied students correlates with internal support manifested in “self-regard” ($r=0.39$, $p\leq 0.001$), “time competence” ($r=0.32$, $p\leq 0.001$), “values” ($r=0.47$, $p\leq 0.001$), “autonomy” ($r=0.25$, $p\leq 0.001$), “self-sympathy” ($r=0.29$, $p\leq 0.001$), “spontaneity” ($r=0.20$, $p\leq 0.05$) as existential value of youth, “self-actualization” ($r=0.44$, $p\leq 0.001$); emotional richness and message of life process of the studied students relates with “values” ($r=0.61$, $p\leq 0.0001$), “self-sympathy” ($r=0.24$, $p\leq 0.01$), “human nature” as a faith in human potential, sincere and harmonious human relationships ($r=0.24$, $p\leq 0.05$), and “self-actualization” ($r=0.43$, $p\leq 0.001$); the life result is related with significance and accessibility of creativity values, self-confidence, ability to be open to knowledge about themselves, the world and others. There are significant correlations of the life result index with “value” ($r=0.60$, $p\leq 0.001$), “self-sympathy” ($r=0.29$, $p\leq 0.001$), “self-actualization” ($r=0.38$, $p\leq 0.001$), “need of knowledge” ($r=0.23$, $p\leq 0.05$), “pursuit of creativity” ($r=0.24$, $p\leq 0.05$); an idea about him/herself as a strong personality who is able to accept and overcome challenges of life, confidence in aptitude to live own life in accordance with own goals and senses. The life result index also correlates with “values” ($r=0.65$, $p\leq 0.001$), “autonomy” ($r=0.34$, $p\leq 0.001$), “self-sympathy” ($r=0.42$, $p\leq 0.001$), “self-actualization” ($r=0.52$, $p\leq 0.001$); the surveyed students believe that they can control their lives, which is evidenced by the correlation with “time competence” ($r=0.21$, $p\leq 0.05$), “value” ($r=0.46$, $p\leq 0.001$), “self-sympathy” ($r=0.24$, $p\leq 0.001$) and “self-actualization” ($r=0.25$, $p\leq 0.001$).

Analysis of correlations of time prospects indexes with the basic scales of the Self-Actualization Test for students with disabilities reveals that the “hedonistic present” scale of time prospects does not have significant correlations with any basic scale of the Self-Actualization Test. This means that the present in its hedonistic aspect as a desire to have pleasure “here and now”, implementing of reckless, impulsive actions and deeds and lack of responsibility for consequences, is not important for students focused on self-realization. The hedonistic present of the studied students is linked to the pleasure of sincere, harmonious interpersonal relationships, faith in people and human potential, with creative attitude to life (“human nature” $r=0.18$, $p\leq 0.001$) and “pursuit of creativity” ($r=0.22$, $p\leq 0.001$). Importance of hedonistic present, which is characteristic, in general, for youth age, is replaced in the

students aimed at self-realization with high importance of thoughts and plans for the future, with goals to realize their abilities and potential. So we can say about the development of skills of time organization, goal choice, importance of plan achievements in the present and awareness of plan relations in the future.

Self-knowledge, self-understanding, confidence in themselves manifested in a positive self-attitude of the surveyed students is a prerequisite for competent time using, autonomy and flexibility of behaviour. It is supported by significant correlations of “the future” and “the past” scales with the Self-Actualization Test such as “time competence” ($r=0.19, p\leq 0.001$), “values” ($r=0.38, p\leq 0.001$), “self-regard” ($r=0.20, p\leq 0.05$), “self-sympathy” ($r=0.20, p\leq 0.05$) and “self-actualization” ($r=0.19, p\leq 0.05$).

The obtained results show clearly that the inclusion of students with disabilities, who are focused on self-realization, into a wide living space, active participation in student life, interpersonal interactions with others, help and support from the social environment, possibility of professional training has a sufficiently high positive impact on balanced time perspectives; students develop positive attitude to life, the present is in their focus with the growing role of the future, it is important for them to build life plans, to set goals and to achieve them, they have a formed sense of meaningfulness of life, self-confidence and abilities to plan and control their own lives, and not to rely on fate, chance, luck. In particular, the evidence of this is the negative relations the “fatalistic present” scale with the scales of “time competence” ($r=-0.18, p\leq 0.001$), “values” ($r=-0.39, p\leq 0.001$), “self-actualization” ($r=-0.34, p\leq 0.001$).

Conclusions

First of all, the study results show that students with disabilities do not differ significantly from healthy students as for the most personal psychological characteristics, they only have differences as for such indexes as integral self-attitude, integrated self-respect, self-esteem, self-interest; self-actualization and its indexes: autonomy, self-sympathy, capacity for intimate contact; focus of purport orientations (life process, life result, locus of control – life), social support.

It was found based on the determined criteria of a self-realized personality that all self-actualization characteristics in the group of students with disabilities having a focus on self-realization are significantly higher than in the group of students not aimed at self-realization. Significant predominance of the indexes “self-actualization”, “capacity for intimate contact”, “self-sympathy”, “pursuit of creativity”, “value of self-actualization” and “time competence” evidences the existence of the subjective self-realization of the surveyed students. They are characterized by high values of self-actualization, harmonious positive attitude towards the self, the ability to establish stable and friendly relations with the world and people around them, creativity, etc.

Success of self-realization of the studied self-actualized students with disabilities is determined by:

- presence of a desire for self-development and unfolding of own potential, estimation of own personal resources as sufficient for success, positive integral self-attitude as sense formation of a personality that determines his/her internal activity, reflection, understanding of Self;
- Formation of self-respect that is manifested in internal consistency, systemacity, ability to self-understanding and self-confidence, which provides opportunities for self-development through own efforts and joint activities with others;
- Presence and awareness of self-actualization values, goals, life orienteer, emotional richness and content of the life process, satisfaction with a spent part of life;
- Idea about him/herself as a strong person having aptitudes to accept and overcome

life challenges, confidence in own abilities to construct own life in accordance with own purposes and senses; belief in aptness to control own lives, to make decisions freely and to implement them;

- Value of Self and Other that reflects orientation of the self-realization process, both for themselves and the surrounding world as a whole;
- Balanced time perspective as an integral self-image in time and time competence.

Inclusion of students with disabilities who are focused on self-realization into a wide living space, active participation in student life, interpersonal interactions with others, help and support from the social environment, possibility of professional training has a sufficiently high positive impact on balanced time perspectives of the surveyed students. In their turn, students develop positive attitude to life with the present in their focus and the growing role of the future, it is important for them to build life plans, to set goals and to achieve them, they have a formed sense of meaningfulness of life, self-confidence and abilities to plan and control their own lives, and not to rely on fate, chance, or luck.

References

1. Абульханова, К. А. (2001). *Время личности и время жизни*. СПб.: Алетейя.
2. Адлер, А. (2015). *Практика и теория индивидуальной психологии*. СПб.: Академический проект. Гаудеамус.
3. Купрєєва, О. І. (2014). Психологічні особливості особистісного розвитку студентів з інвалідністю. Особистість у сучасному світі. In *Матеріали ІІІ Всеукраїнського психологічного конгресу з міжнародною участю*, pp. 414-418.
4. Леонтьев, Д. А. (1992). *Тест смысловых ориентаций (СЖО)*. М.: Смысл.
5. Маслоу, А. (2002). *По направлению к психологии бытия*. М.: ЭКСМО-Пресс.
6. Олпорт, Г. (2002). *Становление личности: избранные труды*. М.: Смысл.
7. Пантеев, С. Р. (1993). *Методика исследования самоощущения*. М.: Смысл.
8. Перлз, Ф. (2009). *Внутри и вне помойного ведра*. СПб.: Питер.
9. Роджерс, К. (2002). *Свобода учиться*. М.: Смысл.
10. Сердюк, Л. З., & Купрєєва О. І. (2015). Особистісний ресурс життєстійкості студентів із соматичними захворюваннями. *Актуальні проблеми психології: збірник наукових праць Інституту психології імені Г. С. Костюка НАПН України*, IX, 311-317.
11. Сырцова, А., Соколова Е. Т., & Митина О. В. (2007). *Методика Ф. Зимбардо по временной перспективе*. *Психологическая диагностика*, 1, 85-106.
12. Фетискин, Н. П., Козлов, В. В., & Мануйлов, Г. М. (2002). *Социально-психологическая диагностика развития личности и малых групп*. М.: Прогресс.
13. Франкл, В. (2015). *Страдания от бессмысленности жизни. Актуальная психотерапия*. Т.: Сибирское университетское издание.
14. Фромм, Э. (2009). *Иметь или быть*. М.: АСТ.
15. Хорни, К. (2009). *Самоанализ*. СПб.: Академический проект.
16. Эрикссон, Э. (2006). *Идентичность: юность и кризис*. М.: Флинта: Изд-во МПСИ.
17. Юнг, К. Г. (1994). *Структура личности и процесс индивидуации*. СПб.: АСТ.

PSYCHOLOGICAL CHARACTERISTICS OF SELF-REALIZATION OF STUDENTS WITH DISABILITIES

Summary

Olga Kupricieva

Dragomanov National Pedagogical University, Kyiv, Ukraine

The article presents the results of the study aimed at identifying of psychological characteristics of self-realization of students with disabilities. It was found that self-realization successfulness for the studied students with disabilities is determined by their desire for self-development and expansion of their potential; existence of positive integral self-attitude that determines their internal activities; availability and awareness of self-actualization values, life goals, emotional richness and comprehensive interpretation of their life processes; balanced time perspectives.

We understand self-realization as a process of actualization and implementation of personality's individuality, his/her internal positive and creative commitment to development, psychological maturity and competence. Self-realization is a form in which a person organizes his/her own development, self-development, which is the basis of persons' stability as a complex, but coherent self-organized system. Self-realization means balanced and harmonious development of different aspects of a personality, unfolding of personal potential when self-determination prevails over external determination.

The aim of the paper is to define the features of self-realization of students with disabilities, links of self-realization with personal parameters: self-attitude, life purport orientations and time perspective.

The object of the study is features of self-realization of students with disabilities.

The empirical study embraces 205 students with disabilities and 238 other students. All tested students attend different specialties of the Open International University of Human Development "Ukraine" and Dragomanov National Pedagogical University, Kyiv, Ukraine. The following psychological techniques were used for the empirical study: Self-Actualization Test – Shostrom's Personal Orientation Inventory adapted by Kalina (Фетискин, Козлов, & Мануйлов, 2002); Purpose-in-Life Test of Crumbaugh, Maholic adapted by Leontiev (Леонтьев, 1992); Test-Questionnaire of Self-attitude of Pantyluyev, Stolin (Пантилеев, 1993); the Zimbardo Time Perspective Inventory adapted by Syrtsova (Сирцова, Соколова, & Митина, 2007)

The study results show that students with disabilities do not differ significantly from healthy students as for the most personal psychological characteristics, they only have differences as for such indexes as integral self-attitude, integrated self-respect, self-esteem, self-interest; self-actualization and its indexes: autonomy, self-sympathy, capacity for intimate contact; focus of purport orientations (life process, life result, locus of control – life), social support.

It was found that success of self-realization of the studied self-actualized students with disabilities is determined by:

- presence of a desire for self-development and unfolding of own potential, estimation of own personal resources as sufficient for success, positive integral self-attitude as sense formation of a personality that determines his/her internal activity, reflection, understanding of Self;
- formation of self-respect that is manifested in internal consistency, systemacity, ability to self-understanding and self-confidence, which provides opportunities for self-development through own efforts and joint activities with others;
- presence and awareness of self-actualization values, goals, life orienteer, emotional richness and content of the life process, satisfaction with a spent part of life;
- idea about him/herself as a strong person having aptitudes to accept and overcome life challenges, confidence in own abilities to construct own life in accordance with own purposes and senses; belief in aptness to control own lives, to make decisions freely and to implement them;
- value of Self and Other that reflects orientation of the self-realization process, both for themselves and the surrounding world as a whole;
- balanced time perspective as an integral self-image in time and time competence.